

SIDE-LIGHTS ON THE CONFERENCE.

"Then came a ninth wave, greater than the rest."

To those of us who remember all the Conferences from 1897 onwards, this year's truly seemed the best. The extraordinary "Dragon" Room of the Pavilion was generally well filled, not merely as to quantity but as to the quality of the listeners. They were not a collection of faddists come to grind their own axes, but a body of earnest people met in a spirit of enquiry. The discussions after the papers were genuine, animated, and useful—it always seems a real pity that more time is not available for this practical illustration of "Parents in Council."

A good many students were present at some part or other. Miss Disbrey was welcomed on her return from New Zealand; Miss Parish was answered many enquiries raised by her paper on teaching history on Monday. The following were present at different times:

Miss Beddow.	Miss E. Smith.
Miss Evans.	Miss McSheehy.
Miss Faunce.	Miss Disbrey.
Miss Rankin.	Miss Judd.
Miss K. Clendinnan.	Miss Goode.
Miss Pennethorne.	Miss Parish.
Miss Beveridge.	Miss J. Wilkinson.
Miss E. Wilkinson.	Miss Smeeton.

As to the papers, they will probably all appear in the "Review," so they need not be mentioned in detail. M. Roger de Goëz Hanson delighted us all with his tribute to the character-training ideals, "A Christian and a gentleman" of English education. Lord Lytton, achieved the impossible by speaking to a large mixed audience with great courage on the most difficult of all questions and offending no one. Mr. Thompson Seton kept us all laughing and entranced for over an hour, while he described how his holiday camps turned "perfect little devils" into orderly

young naturalists. Mrs. Creighton gave a wonderfully helpful talk to girls on time; one notable sentence being "Households of women simply *prey* upon each other's time." Mrs. Franklin described the home atmosphere which a mother can secure if she will; some of those who have had to struggle in the deadness of an utterly unintellectual house could fully appreciate all she said.

But the great points which students ought to take up and work out were two. First, Dr. Rouse's suggestion that Latin and Greek be taught as living languages and spoken (*i.e.*, Church Latin and Greek texts from the Gospels, &c.). Secondly, the everlasting and always burning question of the large curriculum. If all students loyally fought for the children's birthright of twenty-five or any number of subjects as gateways to knowledge, there would be no need to go over the ground so often, nor should we hear so much of the dreary strife between classical and modern "sides." One lesson helps another, and twenty-five subjects only means less time wasted over alien explanation in each.

Let us hope this month's Conference will have done something to dissipate the stale old argument of "thorough" work on a narrow basis.

The elements were not kind to us, and the weather was utterly vile; but even storm and wind were refreshing coming off from the sea; and let us hope that we are all better in mind and body for this most delightful of week-ends.

R. A. P.